



**BRIDGE BOSTON**  
CHARTER SCHOOL

Annual Report  
2016 – 2017

Mailing Address\*:

2 McLellan St. Dorchester, MA 02121

Tel: 857-229-1601 | Fax: 617-674-0861

Yully Cha, Executive Director | [yha@bridgebostoncs.org](mailto:yha@bridgebostoncs.org)

[www.bridgebostoncharterschool.org](http://www.bridgebostoncharterschool.org)

July 31, 2017

## CONTENTS

INTRODUCTION TO THE SCHOOL.....	3
LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES .....	4
FAITHFULNESS TO CHARTER.....	5
MISSION AND KEY DESIGN ELEMENTS .....	5
AMENDMENTS TO THE CHARTER.....	7
DISSEMINATION EFFORTS.....	8
ACADEMIC PROGRAM SUCCESS.....	14
STUDENT PERFORMANCE.....	14
PROGRAM DELIVERY.....	14
ORGANIZATIONAL VIABILITY .....	18
TEACHER EVALUATION .....	18
BUDGET AND FINANCE .....	18
ORGANIZATIONAL STRUCTURE OF THE SCHOOL.....	23
APPENDIX A.....	24
ACCOUNTABILITY PLAN PERFORMANCE 2016-2017 .....	24
APPENDIX B.....	28
ACCESS AND EQUITY: RECRUITMENT & RETENTION PLAN .....	28
APPENDIX C.....	38
SCHOOL AND STUDENT DATA.....	38
ADDITIONAL REQUIRED INFORMATION.....	44

**INTRODUCTION TO THE SCHOOL**

<b>Bridge Boston Charter School</b>			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	Commonwealth	<b>Location</b>	2 McLellan Street Dorchester, MA 02121 (as of August 21, 2017: 435 Warren Street, Roxbury, MA 02129)
<b>Regional or Non-Regional</b>	Non-Regional (Boston residents)	<b>Districts in Region</b> (if applicable)	N/A
<b>Year Opened</b>	2011	<b>Year(s) Renewed</b> (if applicable)	2016
<b>Maximum Enrollment</b>	335	<b>Current Enrollment as of 6/30/2017</b>	270
<b>Chartered Grade Span</b>	K1 – 8	<b>Current Grade Span</b>	K1 – 5
<b># of Instructional Days during the 2016-2017 school year</b>	183	<b>Students on Waitlist as of 7/21/2017</b>	1,324
<b>School Hours</b>	8:00 – 5:00	<b>Age of School</b>	6 years
<p><b>Mission Statement</b></p> <p>Bridge Boston Charter School students thrive in a challenging, joyful, inclusive K1-8 public school community that values close partnerships with families and a focus on the whole child. Our students will develop the skills necessary to excel academically in rigorous high schools, reach their individual potentials, and view themselves as creators of their own futures. Through full-service programming, Bridge Boston Charter School works to remove the health and social obstacles that hinder student learning.</p>			

## LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

To the Board and Department of Elementary and Secondary Education,

We are pleased to submit our Annual Report for the 2016-2017 school year. The year has been one of tremendous growth and accomplishment for our school as we move towards our maturity in 2020 as a full K1-8<sup>th</sup> grade school. We remain focused on refining our school model and operations to best serve the students in need of our full service program. Our recruitment strategy continues to prioritize students who are homeless, English language learners, children with special needs and have experienced trauma in their community. This year we continued to build out our successful ELL program and improved how we develop student climate, culture, and behavior management. Our strong curricula and teachers hone our core academics, while adding our new 5<sup>th</sup> grade team and doing extensive planning for our full middle school. Our family outreach and high family engagement, our music program and full service program remain hallmarks of what we do to support and inspire our students. We are dedicated to nurturing a warm, inclusive and joyful community for our students, caregivers and staff. As a result, our students have made strides and have grown as individuals and as a learning community.

This year we have also moved forward numerous initiatives to support the sustainability of our school for the long term. We added key leadership roles including a new Director of Finance and our first ever Dean of Students. In addition, we completed a 6-month teacher compensation study, resulting in higher salaries that approach the charter sector Boston median. We overhauled our schedule to allow for more teacher planning time, collaboration, and more robust enrichment activities for students. Finally, we are mere weeks away from moving into our permanent home at 435 Warren Street in Roxbury. We will start the school year in the new building, designed with our students and full service programming in mind, and with detailed plans to support the transitions to the new location, including extensive traffic plans for arrival and dismissal in a busy neighborhood.

Looking ahead, we recognize that our work is not done to continue to refine our model. We are fortunate to have a deeply committed school and foundation board as we revisit our long-term strategy, including improvement of our SPED program, roll-out of our middle school, and health/wellness initiatives like fundraising and operational plans for our commercial kitchen and exploring expanded school-based health services.

We are profoundly grateful for this opportunity and your ongoing support of our mission to serve the most vulnerable children.



Beth Kressley-Goldstein, Board President  
Bridge Boston Charter School

## FAITHFULNESS TO CHARTER

### MISSION AND KEY DESIGN ELEMENTS

Bridge Boston is a mission-driven endeavor. It was built and is sustained by people who believe that the best way to bring children out of poverty is to provide those children with a top-notch education. Our goal from the beginning has been to have a school that is both intensely academically rigorous and nurturing. We wanted to model an education steeped in real learning and joy. We knew that in order to truly reach children and unleash their potentials, we needed to build long-lasting, honest, deep relationships with their parents/guardians. We also know that we need to work to remove the obstacles erected by poverty that so often hinder our students' paths to learning. In order to serve the most underserved students in the city, we have built Bridge Boston around three key design elements: academic rigor, a nurturing community that honors the whole child, and full-service programming.

There can be no doubt that the prevailing priority of this year was designing and accomplishing the construction of our new building. We put great energy into gathering family and staff feedback, into familiarizing all constituents about how the new building would both look and run. As the building progressed from blueprints to actual traffic patterns and fundraising needs, we invested a great deal of time and care to ensure that we understood impact on the neighborhood and our Bridge Boston community. From redesigning classrooms and shared spaces with teachers to integrating an on-site traffic loop to mitigate the neighborhood gridlock at critical times, our team worked hard to reflect our values and priorities in the new facility. We are excited about being part of our new neighborhood and see the building as an opportunity for community-building and shared use.

A second major initiative of the year came in terms of an extensive teacher compensation study. This fall through winter, we assembled a task force comprised of several board members, school leaders, and teachers to look at our teacher compensation in comparison to other charters, parochial, independent, and district schools. We looked at various factors and ideas, including education levels, type of teaching experience, ways to recognize above and beyond efforts, while balancing our long-term financial sustainability, changing costs like our new building, and tuition projections. At the end of the study, we were able to move all teacher compensation onto an internal scale matching the Boston charter median. This was a vital step for us and our teachers as we continue to believe that the quality and retention of teachers are critical to our long-term success.

Academically, we took on a number of new efforts. Most importantly, our entire faculty participated in a series of professional development around project-based learning. Secondly, K2-5th grade took on the Discovering Justice curriculum for Social Studies. While we love our thematic curriculum in K1-5 (K2 studies the farm, 1st grade the rain forest, etc.) and believe that it leads to a depth of study more valuable than breadth, we decided we needed some more formal curriculum with greater resources. We added 5th grade for the first time this year. We therefore adopted a middle school model with classroom and teacher transitions and a more standard grading system.

Excitingly, we were selected as a Model Demonstration School (MDS). Our application was based on our ELL initiative wherein ELL students leave the classroom for ELA and participate in a concurrent literacy block. The MDS provided us with two wonderful coaches who led the principal, Director of ELL, ELL teacher and 2nd grade teacher in three lengthy collaborations around Sheltered English Instruction strategies, improved Common Planning Time sessions, and building academic language.

The second key design element at Bridge Boston is educating the whole child. We want to be a community that nurtures children and both pushes them and values them for their individual gifts. One component of this aim is to provide children with many opportunities to shine beyond just math and ELA class.

This year in addition to physical education, we offered our first year of sports to our 5th graders. Three afternoons a week, students participated in soccer, basketball, and then track. While we had few meets, given just our first year, we did enjoy some truly exciting contests like a training day with the Park School in Brookline, a faculty-student game, and a 5k run through Girls On The Run. It was important to learn how our students responded to coaching and to real competitions. We also had to work to accommodate the differences in ability between students who had never played a given sport and those who had been playing for a while on a competitive level. Overall we were very pleased with our first foray and are looking forward to having our own facilities which will ease the scheduling complications.

Our music program also expanded and grew. Much of the excitement is catalogued in our dissemination section of this document. Suffice it to say that while the students' instrumental expertise and professionalism all continue to grow, the sheer joy of the program is still its most compelling component. Highlights of the year were our 5th graders who played at our Groundbreaking Ceremony. There they were heard by the Governor who then asked them to play at the State of the Commonwealth address. They also appeared at the Kroc Center in an exciting performance with Conservatory Lab. At the end of the year, the music team orchestrated "Uptown Funk" at our end of year concert. They had the crowd swept up in the excitement of a full stringed instrument orchestra playing this piece along with K1 and K2 students who sang and performed a perfectly choreographed dance. It is these kinds of moments - when the music is used to celebrate what we mean by joy and the hours of hard work and practice - that highlight the deep unity and devotion within this community.

The final pillar is our full-service programming. We continue to see the high cost that trauma has had on our students – cognitively and emotionally. We work every day to meet the students' emotional, health, and social needs. While we demand both their resilience and their hard work, we must help them to cope with the myriad number of obstacles in their way. This year, in a similar group model to past years, twelve teachers received weekly support under supervision by a consulting psychiatrist, to co-lead six Resiliency Groups that met weekly each with 6-8 students who we felt had been under-identified for trauma exposure. These groups were designed to build self-esteem, empathy, and problem-solving skills and were organized around play and conversation. While we have always had solid average daily attendance, this year we explored the sub-set of students with chronic attendance issues and explored methods for deploying staffing and financial resources to increase their access to learning time. In cases with such a dedication of resources, we saw a positive impact on attendance. Our Parent Council also came very much into its own. They staged a Family Movie Night as well as an end of year Carnival, complete with petting zoos, temporary tattoos, photo booths, and food from a variety of different cultures and countries. It feels in those moments that we are actually collaborating with families in the most fun and hands-on way. We are grateful to the parent leaders in our community who deepen the work we do with families.

## AMENDMENTS TO THE CHARTER

Approved by Commissioner Chester on December 11, 2013, the school accelerated enrollment growth by increasing our maximum class size from 18 to 20 beginning in the 2014-2015 school year. While our size at maturity is unchanged, this amendment maximizes enrollment and revenue during our search for a permanent facility.

Approved by Commissioner Chester on August 11, 2014, the school changed the calendar year from 190 to 186 required days. In response to greater need and desire for collaborative planning time, several full-days replaced half-days. While the school planned for and executed a 183-day school year for 2014-2015, this flexibility reduced the number of days required to add at the end of the year due to snow days; the time between the end of the school year and start of our optional and virtually free summer session (in which approximately 80% of our students enroll) and teacher planning for the following year is critical.

Date	Amendment Requested	Approved by DESE?
December 11, 2013	The school requested an amendment to increase its maximum class size from 18 to 20	Yes
August 11, 2014	The school submitted a request to change the calendar year from 190 to 186 day school year	Yes
May 8, 2017	The school submitted a request to temporarily amend the charter to change the calendar to a 180 day school year. This amendment is only in place for one year in light of our move to a new building.	Yes

**DISSEMINATION EFFORTS**

Bridge Boston has focused its dissemination efforts in the areas of our stringed instrument program and preventing, identifying, and treating trauma.

*Stringed Instrument Program*

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> <i>(describe the method, format, or venue used to share best practices)</i>	<b>Who at the school was involved with the dissemination efforts? (Title)</b>	<b>Criteria that best aligns to the shared best practice</b> <i>(choose from the drop down menu)</i>	<b>With whom did the school disseminate its best practices? (Partners and Locations)</b>	<b>Result of dissemination</b> <i>(List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)</i>
Ensemble-based teaching practices	Observation & participation in music rehearsals	Julie Davis (Music Director)	Instruction	Massachusetts Cultural Council	Over the course of the year, a dozen local music educators and teaching artists observed and participated in music rehearsals as a means of satisfying learning requirements for MCC’s Music Educators Teaching Artists (META) Fellowship.
Large-scale orchestral practices and multiculturalism	Planning, rehearsal, and performance of concert; workshops in which professional artists performed for and with students	Julie Davis (Music Director)	Instruction	Celebrity Series, Conservatory Lab Charter School	Celebrity Series collaborated with Music Directors of Bridge Boston Charter School and Conservatory Lab Charter School to plan, rehearse, and perform a concert featuring traditional global music combined with string orchestra. The partnership culminated with an innovative public concert of students from



					both schools, with the professional artists premiering a brand new piece of music written specifically for the event.
Programmatic and curriculum elements	Meetings	Julie Davis (Music Director)	Curriculum	Snow Pond Center for the Arts (Belgrade, ME); Boston String Academy	The Director of Art Programming from the Snow Pond Center for Arts and leadership from Boston String Academy met with the BBCS Music Director to inquire about the music program's programmatic elements, parent and community involvement strategies, and curriculum design and implementation.
Curriculum design and rehearsal techniques	Meetings	Julie Davis (Music Director)	Curriculum	Musica Franklin (Greenfield, MA)	The Executive Director from the Musica Franklin met with the BBCS Music Director to inquire about the music program's curriculum design and rehearsal techniques.
Ensemble rehearsal techniques	Observation of rehearsals	Julie Davis (Music Director)	Instruction	Conservatory Lab Charter School	Teaching artists at Conservatory Lab Charter School observed ensemble rehearsals lead by BBCS's Music Director, preparing for a joint musical performance featuring students from both

					public elementary schools.
Teaching artist techniques	Formal training with Music Director	Julie Davis (Music Director)	Instruction	From the Top	The NPR sponsored radio show From the Top chose Bridge Boston as its local partner site for the 2016-17 season. From the Top sponsored five pre-professional young musicians to plan and lead chamber music workshops with Bridge Boston students. These young musicians received formal training in teaching artistry and educational leadership with the guidance of Bridge Boston Music Director.
Evaluating impact of program	Study participation	Julie Davis (Music Director)	Evaluation	Boston College Arts and Mind Lab	The Boston College Arts and Mind Lab included Bridge Boston as one of three sites to conduct a study correlating intensive music education with student's executive functioning performance.
Ensemble rehearsal techniques	Observation	Julie Davis (Music Director)	Instruction	Boston University Music Education Department	Undergraduate and graduate students enrolled in the Music Education Department at Boston University observed ensemble rehearsals lead by BBCS's Music Director to supplement their coursework and extend their teaching

					practice.
Knowledge and skills of teaching artistry and music education for urban youth	Workshops, performances, and rehearsals	Julie Davis (Music Director)	Instruction	New England Conservatory	With guidance and support from BBCS Music Director, graduates enrolled at the New England Conservatory engaged with students at Bridge Boston in various dynamic workshops, performances, and rehearsals to strengthen skills and knowledge base of teaching artistry and music education for urban youth.
Knowledge and skills of teaching artistry and music education for urban youth	Co-planning and co-teaching group music lessons	Julie Davis (Music Director)	Instruction	Boston Philharmonic Orchestra	With guidance and support from Bridge Boston's Music Director, musicians of the Boston Philharmonic Orchestra planned and implemented group music lessons and rehearsals for students at Bridge Boston to strengthen skills and knowledge base of teaching artistry and music education for urban youth.

Trauma and Social-Emotional Learning

<p><b>Best Practice Shared</b></p>	<p><b>Vehicle for Dissemination</b> (describe the method, format, or venue used to share best practices)</p>	<p><b>Who at the school was involved with the dissemination efforts? (Title)</b></p>	<p><b>Criteria that best aligns to the shared best practice</b> (choose from the drop down menu)</p>	<p><b>With whom did the school disseminate its best practices? (Partners and Locations)</b></p>	<p><b>Result of dissemination</b> (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)</p>
<p>Comprehensive social emotional support system</p>	<p>2016 Massachusetts DESE Dissemination Fair</p>	<p>Yully Cha (Executive Director)</p>	<p>Social, Emotional, &amp; Health Needs</p>	<p>Leaders from other Boston charter schools</p>	<p>Bridge’s presentation focused on our adoption of a comprehensive social emotional support system and efforts to monitor outcomes and effectiveness of interventions, including discussion of our assessment tools. Participants had the opportunity to review our classroom observation tool and to ask questions of our Executive Director.</p>
<p>SEL program elements</p>	<p>Social-Emotional Roundtable</p>	<p>Joanna Steffey (Director of Students and Families)</p>	<p>Social, Emotional, &amp; Health Needs</p>	<p>a diverse group of representatives from district public, private, and charter public schools and afterschool programs, and the new Director of SEL for Boston Public Schools,</p>	<p>After a classroom teacher shared methods for supplementing the schoolwide curriculum with Mindfulness practices and a therapist from one of our partnership agencies, Southbay Community</p>

				Carla Burley	Services, discussed the benefits of partnership between mental health agencies and schools, attendees at the event spent the remaining time discussing three presented case studies.
Creating trauma informed school communities	Report: <a href="https://e4e.org/what-we-do/policy-solutions/schools-that-heal">https://e4e.org/what-we-do/policy-solutions/schools-that-heal</a>	Nina Leuzzi, Founding Teacher	Social, Emotional, & Health Needs	Educators for Excellence	Report on creating trauma-informed and responsive school communities
Methods for bringing together Social Emotional Learning, Trauma-Informed Practices, and Positive Behavioral Approaches	Statewide conference on Safe and Supportive Learning Environments	Joanna Steffey, Director of Students and Families Hollie Badger, School Social Worker	Social, Emotional, & Health Needs	Teams including superintendents, principals, teachers, and all levels of staff in between from district and charter public schools statewide	Information was provided to workshop attendees on our best practices, Professional Development for staff at Bridge in these areas, and the partnerships we find most successful in working with our students and families on these topics. Concrete tools and handouts were provided, and several attendees requested the opportunity to follow up after the conference to observe at Bridge Boston to learn more.

## ACADEMIC PROGRAM SUCCESS

### STUDENT PERFORMANCE

This year we focused on learning from our previous year challenged by a new temporary space, new teachers, and growing student needs. In particular, we continue to improve how we support our 4<sup>th</sup> grade, which has the highest representation of students on IEPs with developmental delays and non-specific learning disabilities. We realized we needed more collaborative time with our Special Education team as our General Education teachers and Teaching Fellows needed greater guidance and support. In 5<sup>th</sup> grade, we hired more experienced master teachers who our principal focused her observational and instructional support more intensely.

In the past year we have made the following changes. We placed a deep emphasis on hiring people with more experience. We invested in a Dean of Students and a team which allowed for school-wide behavioral expectations and accountability. We also deepened the work of our Middle School Advisory Team which has allowed us to lay out common expectations. This coming year we have dramatically reshaped schedules so as to allow for daily Common Planning Time. Also, we gathered more detailed feedback this year to understand the growing need for more support and supervision for teachers. This winter, we reshaped our instructional leadership model and promoted two of our more experienced and successful teachers to be division heads. Based on what we saw in classrooms and inputs from teachers, we will be able to provide a small supervisory ratio of teachers to instructional supervisors, as well as time in the schedule for meeting, collaboration, and professional development.

We are primarily focused on the following assessments: Fountas and Pinnell, DIBELS, Singapore Math, and the Achievement Network. The 2016-2017 results for these assessments are listed in our Accountability Plan Performance section of this report. Please see the Additional Information section.

### PROGRAM DELIVERY

Bridge Boston investigated new ways to live into our mission this year. Last summer when we were reviewing our curriculum and assessment scores, we realized we had become a far more traditional school academically than we had once imagined. We believed that our staff needed to be reinvigorated about the growth (and measurement) opportunities offered up when students follow their own interests and develop their own ideas.

We were thrilled to have received a grant from EdVestors to fund this work to advance students engaged in the learning and self-assessment process. Steven Levy, formerly of Expeditionary Learning, came in on three occasions to train the whole staff. For our first meeting, he brought hundreds of student-created projects and allowed the staff to simply study them, ask questions, and seek information. He returned to guide them, both as grade-level groups, and as a whole body, in an exploration of what kind of project they might take on in their own classrooms and what sorts of rubrics, exemplars, discussion, mini lessons might they need to develop (often in conjunction with the students) in order to create work of lasting value, beauty and importance. We also had a leader from Francis Parker come and talk about putting those projects together into a portfolio that allowed one to assess learning. The initial foray into project-based learning gave us a strong start. The projects were wonderful - ranging from the K2 students who drew plant life featured in Franklin Park and then identified the appearance and the species of those plants - and then wrote and drew it all up into exquisite postcards that were distributed to the park to the 5<sup>th</sup> graders who created a map of the Freedom Trail complete with scan tags. When one scanned these tags with a

phone - one heard the voices of the 5th graders speaking narratives where they pretended to be important historical figures associated with each monument.

In addition to these projects, the school took on “The Great Essay Project.” Four times a year, on a designated day, the entire school would write to differentiated prompts on the same theme. This year we did one on Immigration and one on Living Green on the Earth. The students received a post-it with four suggestions from their teachers on how to improve their first draft. These revised essays were graded using new rubrics created by teachers and will increasingly involve students in that process. Eventually, the entire staff was engaged in looking at and critiquing writing across the curriculum. This project was highly valued by the teachers and pointed out to us critical ways that our writing curriculum needs to be improved and detailed.

We also expanded our whole school Social Studies curriculum. The staff was trained in the curriculum before school started and received additional training in early October. Different grades adopted different elements of the curriculum as they customized the resources to their existing Social Studies materials. For example, second grade decided to devote two days a week to Discovering Justice - and the other two to the ocean as in previous years. Third grade adapted Discovering Justice’s 4<sup>th</sup> grade materials given their thematic focus on immigration. Overall, the teachers enjoyed having a rich source of materials and lesson plans, and felt like it stretched conversations about living in the community and individual needs versus rights. It was a positive addition to the school.

Over the course of last summer, we decided to adopt a middle school structure for our 5th graders. This was done in consideration for the students who were entering that class. They have always been uncannily mature but undisciplined. We felt that a “traveling” model might well serve them better, and we were right. While we still feel that our oldest class is suffering the effects of being at a school where they are the new grade with a new teacher and new curriculum every year, this year marked a turnaround in terms of classroom expectations for both engagement and output. Due to the hard work and consistency of the 5th grade team, this grade’s academic achievement improved. On top of moving from class to class and teacher to teacher, the students also had grades for the first time. Once again we found this very helpful in terms of giving students more concrete and motivating feedback. After a difficult previous year, we were glad to see the 5<sup>th</sup> grade making more substantive advances in their F&P reading levels. We attribute those gains to: an increased investment in independent reading, more engagement with grade-level texts in reading, science, and social studies, and to the intentional guided reading groups. We also offered Spanish for the first time.

In our Special Education department, we focused our work this past year on measuring student progress, improving our service model, and involving parents/guardians more meaningfully. For the first time in our six years, our Special Education Parent Advisory Committee had elected officers and monthly gatherings; acting effectively as a support group, this small community of parents shared their stories, asked each other and staff questions, and learned more about the rights of their students. We are eager to capitalize on these small SEPAC successes to further increase attendance and impact in future years, and to allow for families new to the Special Education process to have access to a closer support group. This year, progress reports were provided quarterly as always, but a tracking tool was utilized by the department to measure whether each goal was met or on track to being met. Department meetings were thus able to be focused on individual students who were not making ample progress, or on categories of goals or students for whom progress was proving challenging. Early results and discussion allowed for additional students to take advantage of a small and strong partial-inclusion program in our older grades. In

2016-17, 160 goals were worked on for 48 students throughout the year and out of these, 137 were met, or 85.5%. While the partial-inclusion model and other smaller changes to service allowed for these successes, there were some weaknesses specifically in goals for math and literacy. The great benefit of the new data collection system was that the broader leadership team was able to access this data and department conversation to make resource decisions such as shifting budget and staffing plans for the future year. The work this year motivated us to recruit and hire a more experienced Director of Special Education for the 2017-2018 school year to enhance our ability to provide more effective whole school inclusion practices, serve our students with behavioral difficulties, and inform our program design as we have shifted to a model with five full-time special education teachers.

This was our second year with our current service model for ELL students, including ELL Literacy, push-in support, small group work, and teacher consultation. In K1, all students received a language-rich curriculum to build an academic foundation in the general education setting with an SEI-endorsed teacher and an ELL teacher providing support to both the teacher and students by pushing in to lessons in the classroom. For students in grades K2-3<sup>rd</sup>, the hour and a half ELA classes were divided into three roughly equal-sized sections rather than the two sections for other subjects. One of these sections was devoted to ELL students and taught by a licensed ELL teacher. Through this structure, ELL students received the same content as their non-ELL counterparts, with the added focus on language development. Due to our ongoing understanding that it is an entire school day that builds language proficiency, not just ELD time, the ELL Director and team collaborated regularly with grade level teachers throughout the year to address the needs of language learners in content areas outside of ELA. As discussed elsewhere in this report, our collaboration with Model Design School brought our Principal, as the instructional leader, and the ELL Director into frequent collaborative coaching sessions such that they could best support all teachers in meeting the needs of their ELL students and other students with diverse learning needs. Bridge had 69 active ELL students in grades K2-4<sup>th</sup> during the 2016-2017 school year. Students are not identified as ELL until K2, however we know that 25 students in K1 came from families where languages other than English are spoken. There were no active ELLs in 5<sup>th</sup> grade, as last year all were reclassified as Former English Learners (FELs, previously known as FLEP). Across the school there were 15 FEL students, whose academic progress we are required to monitor for four years, thus the ELL department directly supported approximately 40% of the student body (active ELLs, pre-ELL K1, and FELs).

In April, DESE released the new frameworks for Science and Technology. For those of us who have been puzzling over the Next Generation Science Standards and how to integrate them, the new standards provided wonderful clarity. Our 5<sup>th</sup> grade science teacher attended the conference and came back armed with materials and curriculum maps. She then retooled the 5<sup>th</sup> grade science course. For 2017-2018 we have hired a new lead science teacher with greater experience and to work with all our current staff. We anticipate that it will take her this year to write the 6<sup>th</sup> grade curriculum and review the 4<sup>th</sup> and 5<sup>th</sup>. In the summer of 2018, we will have her work with the 2<sup>nd</sup> and 3<sup>rd</sup> grade teachers to bring their classes into alignment. Then in the summer of 2019, she will realign K1-1<sup>st</sup>. We are excited about this work. We know that the ELA and Math frameworks have also been released. As our curriculum has always been based in Common Core and is fully aligned to those standards, we are looking forward to integration of revised and additional standards which are not included in the Common Core. We are going to facilitate a workshop in January about the new standards and how they elaborate and expand on Common Core, with the expectations that teachers will begin to encompass that work through the spring and in their summer of 2016 curriculum planning time. We anticipate it will take two years to fully transition all of our curricula over to the revised standards.



## **Social, Emotional, and Health Needs**

While Bridge Boston prides itself on strong academics and a continuous desire to further enhance this area of programming, we are deeply aware that if we are not simultaneously collaborating with families and partners to meet the social, emotional, and health needs of our students they will not be able to access the excellent academic instruction and exploration. This past year, a Tier I support was adopted schoolwide in the form of Second Step curriculum. All classes in all grade levels scheduled a time each week to implement the lessons, and access to the curriculum was given to specialists such as the Speech and Language Pathologist, Special Education Teachers, and Social Worker to allow for reinforcement, reteach, and preteach of the lessons. A strength of this curriculum is the accompanying bullying curriculum which we purchased for all grades and piloted in several grades; next year it will be fully implemented. In addition, expectations, training, and check-ins were provided this year for the Tier 1 support provided in the form of a Calm Down Space in each classroom. While the space itself, and the methods for usage, look different at various grade levels, the consistent concept that students will be taught how to co-regulate and then to self-regulate without having to depart from the academic environment is key to maintaining time on task in a school enrolling majority students with exposure to trauma, violence, and other environmental stressors.

Some of our higher tier social emotional supports are provided through our collaboration with Southbay Community Services and Home for Little Wanderers, with over fifty students provided year-long play and talk therapy sessions. The most impactful improvement made to the partnerships this year was increasing the caseload to such an extent that the clinicians could focus solely on their Bridge students and the families. This allowed for deeper family work in the home and more significant support of the teachers, some of whom experience secondary trauma as a result of working with and forming such close relationships with their students with challenges. As noted elsewhere in this report, we not only provide for the emotional health needs but also the physical health needs of our students. For example, when a child presents with dental pain, we are not only able to provide an onsite exam through Forsyth Dental, but then have the capacity to support the parent with scheduling, transportation, and even co-pays when needed to ensure thorough follow-through with treatment. Individualized needs are met through a thoughtful process that allows Bridge to categorize level of need and probability of impact of any support provided; an example this past year included providing the security deposit to a landlord in order for a family to relocate into housing that would get a student with allergies and eczema out of a home with pests and mold. Finally, it has also been mentioned repeatedly that we added a Dean of Students role this past year. This staff member ran a Culture Team that reviewed and revised student discipline practices from a trauma-informed perspective and added creative and restorative-justice-based responses in place of more standard and previous consequences for frequently seen behaviors. This work was a first step that will be expanded upon significantly in the upcoming year.

## ORGANIZATIONAL VIABILITY

### TEACHER EVALUATION

Bridge Boston uses a modified version of the Massachusetts Model System of Educator Evaluation. The teacher evaluation rubric is completed for every faculty member, except those who have been at the school for four plus years. Teachers in their first 4 years are given the completed rubric which rates them in terms of: Curriculum, Planning and Instruction, Teaching All Students, Family Engagement, and Professional Culture. During supervision throughout the year, we also address goals they have set and work they have compiled as evidence to demonstrate progress towards their goal. Teachers who have been at the school longer than four years receive a narrative letter. This provides an overview of how the teacher is doing in the 6 domains identified by Kim Marshall – emphasis is on noting areas of remarkable strength and on areas where the teacher needs to grow.

The six domains are as follows:

1. Planning and Preparation for Learning
2. Classroom Management
3. Delivery of Instruction
4. Monitoring, Assessment, and Follow Up
5. Family and Community Outreach
6. Professional Responsibilities

On top of these frameworks or letters, the goal setting that takes place in September plays a role in both supervision and evaluation.

### BUDGET AND FINANCE

*Statement of net assets for FY 17 (balance sheet)*

See below.

*Unaudited FY17 statement of revenues, expenses, and changes in net assets (income statement) and Approved School Budget*

See below.

Statement of Financial Position  
 June 30, 2017  
 (unaudited)

**Assets**

Current assets:

Cash	\$ 3,731,893
Accounts Receivable	210,727
Prepaid Expenses	50,030
Due from related parties	69,816
Total current assets	<u>4,062,466</u>

Restricted cash	5,147,322
Bond receivable, net of discount	-
Deposit	7,350
Capital asset, net	<u>20,834,295</u>

Total assets	<u>\$ 30,051,433</u>
--------------	----------------------

**Liabilities and Net Assets**

Current liabilities:

Accounts payable and accrued expenses	\$ 3,427,162
Deferred revenue	8,905
Due to related party	-
Total current liabilities	<u>3,436,066</u>

Bond Payable, net of discount	16,100,000
-------------------------------	------------

Total liabilities	<u>19,536,066</u>
-------------------	-------------------

Net position:

Unrestricted:

Operating	8,459,960
Total unrestricted	<u>8,459,960</u>

Restricted:

Program Services	266,597
Capital expendibles	1,788,811
Total restricted	<u>2,055,408</u>

Total net position	10,515,367
--------------------	------------

Total liabilities and net position	<u>\$ 30,051,433</u>
------------------------------------	----------------------

Statement of Activities  
 For the year ended June 30, 2017  
 (unaudited)

	Actual (Unaudited)	FY 18 (Budget)
<b>Unrestricted net position:</b>		
Operating revenue:		
Tuition	\$ 4,517,882	\$ 5,197,000
Grants	521,623	507,000
In-kind	829,208	850,000
Program fees	49,525	7,000
Total operating revenue	<u>5,918,238</u>	<u>6,561,000</u>
 Operating expenses:		
Personnel and related costs:		
Salary and wages	2,853,890	3,676,000
Payroll taxes and fringe	362,740	475,000
Total personnel and related costs	<u>3,216,630</u>	<u>4,151,000</u>
 Occupancy:		
Rent	378,125	28,000
Maintenance and utilities	164,301	263,000
Total occupancy	<u>542,426</u>	<u>291,000</u>
 Direct student costs:		
Consultants and student services	553,823	566,000
In-kind transportation, goods and services	829,208	850,000
Supplies and materials	141,374	199,000
Total direct student costs	<u>1,524,404</u>	<u>1,615,000</u>
 Other operating costs:		
Grants	-	-
Insurance	33,851	65,000
Conferences	26,900	28,000
Office and related	78,579	81,000
Fundraising and development	15,527	38,000
Contracted services	255,501	176,000
Total other operating costs	<u>410,358</u>	<u>388,000</u>
 Depreciation	<u>160,033</u>	<u>500,000</u>
 Total operating expenses	5,853,851	6,945,000

Changes in unrestricted net position from operations	64,387	(384,000)
General revenue (expenses)		
Contributions and grants	497,010	550,000
Investment income	664,738	664,000
Financing costs	(1,285,559)	(699,000)
Bond discount	-	-
Total general revenue (expense)	<u>(123,811)</u>	<u>515,000</u>
Changes in unrestricted program net position	(59,424)	131,000
<b>Restricted program net position:</b>		
Capital expenditures	2,009,944	200,000
Contributions and grants	150,150	50,000
Changes in restricted program net position	<u>2,160,094</u>	<u>250,000</u>
Changes in financial position	<u>2,100,670</u>	<u>381,000</u>
<b>Net Position:</b>		
Beginning of year	<u>8,414,697</u>	
End of year	<u>\$10,515,367</u>	

Capital Plan for FY18

Bridge Boston will be leaving our current school buildings at 2 McLellan Street, Dorchester MA and 18 Samoset Street, Dorchester, MA in August to move into our new facility at 435 Warren Street in Roxbury, MA.

Currently we are in the final stages of construction and outfitting of our 45,000 square foot permanent school facility on 2.35 acres at 435 Warren Street in the Roxbury neighborhood of Boston. This facility has been designed to comfortably house 400 students in grades K1-8. The facility will include 20 bright, large classrooms, outdoor play-space, break-out classroom space to support special education, English Language Learners, and counseling needs, a science lab, a cafeteria and full service kitchen, a multi-purpose gym to allow for assemblies and physical education, a library, music and art rooms, a family resources room, and space for staff planning and professional development.

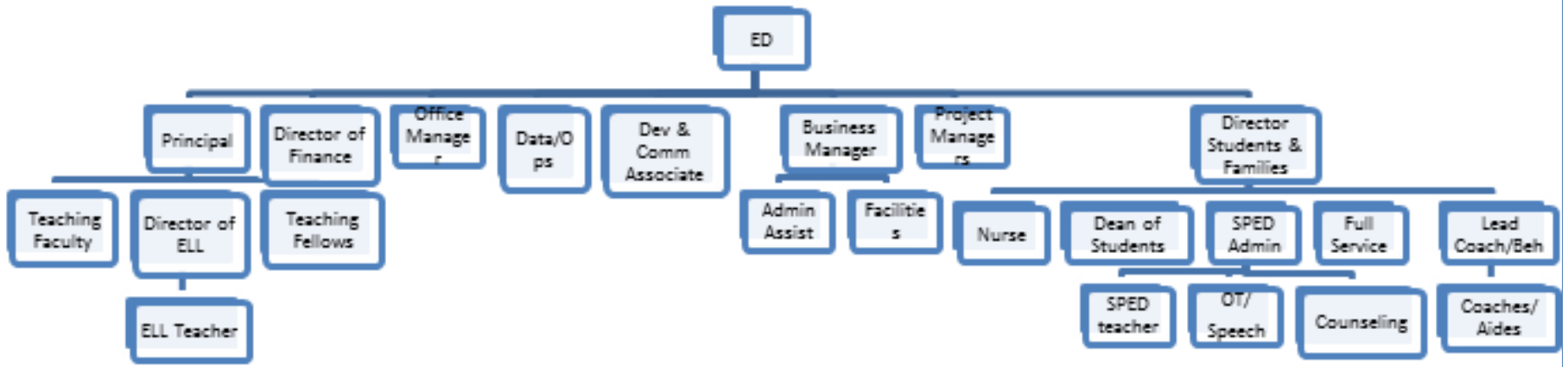
Bridge Boston has run a successful capital fundraising campaign to pay for at least 20% of the cost of the project. Since the beginning of our capital campaign, we have received gifts or pledges for over \$6MM. The school has also obtained \$17MM of long-term financing from M&T Bank and The Boston Community Loan Fund to fund construction, and has borrowed \$16.1MM to date under these agreements. The School and foundation have jointly agreed to repay this collective obligation. In March 2016 the school was awarded an \$11.1MM Qualified Zone Academy Bond Allocation which will be incorporated into the financing and is expected to generate approximately \$663,000

in annual revenue to offset a significant part of the debt service cost. We have \$5.147MM of temporarily restricted cash which is committed to the new school construction as of June 30, 2017.

Bridge Boston anticipates that existing cash and available borrowings will be sufficient to complete building construction and outfitting. The school expects to spend less than \$1MM after move-in on external playground structures, completion of the commercial kitchen, and any other remaining building construction issues. We anticipate that we will cover these costs with existing cash and fund-raising specific to these projects.

**ORGANIZATIONAL STRUCTURE OF THE SCHOOL**

As Bridge Boston added fifth grade for the first time, we also hired for the time our fifth grade departmental math and ELA teachers. In addition, given our growing size, the school hired its first Dean of Students. Along with two Assistant Deans of Students, the Dean of Students moved the school forward with more consistent and supported student expectations and behavior management system. Having a team of three was also critical to providing greater support to students and teachers across our two temporary locations. In particular, our St Mark’s temporary location hosted the largest number of grades and students in one building with grades 2-5.



**APPENDIX A**

**ACCOUNTABILITY PLAN PERFORMANCE 2016-2017**

Faithfulness to Charter:

	<b>2016-17 Performance</b> (Met/ Partially Met/ Not Met)	<b>Evidence</b> (including detailed evidence with supporting data or examples)
<b>Objective:</b> The school will build a nurturing community that honors the whole child (KDE 2)		
<b>Measure:</b> Annually, 80% of parents will rate the school a 4 or better (out of a 5-point scale) in terms of providing a nurturing environment; 80% of students in grades 4-8 will rate the school a 4 or better in terms of providing a supportive environment.	<b>Partially Met</b> (Response rate: 76% of families)	On our survey of families at the end of the school year, 94.8% of families agreed or strongly agreed that “The school provides a nurturing environment for my child”. We attempted to administer the student survey during our summer program and over the phone, which resulted in low response rate and only high ratings of 5. The new Data Specialist will ensure that it is administered next year more effectively.
<b>Measure:</b> Annually, 80% of parents will rate the school in terms of providing PE, art, music, and enriching opportunities on average a 4 or better (out of 5 point scale; 3 = somewhat agree, 4 = agree, 5 = highly agree) on annual survey.	<b>Met</b> (Response rate: 76% of families)	On our survey of families at the end of the school year, 97.4% of families agreed or strongly agreed that “My child is having a well-rounded school experience that includes art, music, and P.E.” Over 94% of families agreed or strongly agreed that their child benefits from the art, music, and P.E. programs.
<b>Measure:</b> Every student in grades 1 <sup>st</sup> -8 <sup>th</sup> grade will perform in at least two music performances and contribute to at least two art exhibitions each year.	<b>Met</b>	Students in grades K1-5 <sup>th</sup> participated in school-wide concerts on Dec. 16, 2016 and June 16, 2017; in addition, students in grades K1-1 <sup>st</sup> participated in a concert on March 31, 2017 and students in 2 <sup>nd</sup> -5 <sup>th</sup> grades participated in a concert on April 14, 2017. Students in grades K1-5 <sup>th</sup> participated in our only art exhibition on May 17, 2017.



<b>Objective: The school will provide a full service program that removes obstacles to children’s learning and meets their health and social-emotional needs. (KDE 3)</b>		
<b>Measure:</b> Annually, at least 90% of parents/guardians surveyed will Agree or Strongly Agree that the Full Service program provides services or directs them to agencies that provide for their needs.	Met (Response rate: 76% of families)	On our family survey at the end of the year, 90.8% of families agreed or strongly agreed that “When I reached out to the school for help, the school was able to support my needs” (excluding “Does not apply to me” responses).
<b>Measure:</b> Each year, 90% of students will have dental, vision, and asthma needs met. 100% of students with parental/guardian permission will receive dental and vision services on school premises.	Partially met	Many of our students opted into the dental program at Bridge with Forsyth Dental (and 100% of students with permission received cleaning, exam, and flouride treatment) and the vision program with New England College of Optometry. Many additional students saw their own providers and anecdotally had their needs met. Bridge faced a particular challenge this year with the spread of students over two campuses and the tracking practices across both; we cannot confidently present data to assert that 90% of students had their needs met. We are optimistic that with our previous success and knowledge of this year's challenges, as well as an increase in the nurse FTE, that we will accomplish the goal and have the tracked data next year.
<b>Measure:</b> Each year, 90% of parents will participate in one of the parent workshops/sessions offered during the year.	Not met	Overall, 80% of students had a parent or guardian who attended at least one parent-admin dinner (on 10/19/16, 1/26/17, or 5/3/17), the Orientation Barbecue (8/18/16), or Back-to-School Night (9/16/16).
<b>Measure:</b> On average 90% of parents will attend parent-teacher conferences through the year.	Met	Overall, 98% of students had a parent or guardian who attended at least one parent-teacher conference during the school year (on 11/3/2016, 2/2/2017, or 6/1/2017).
<b>Measure:</b> Through advising and advisory program in conjunction with social-emotional curricula, students will pilot use of the PEAR Holistic Student Assessment	Met	The Holistic Student Assessment was successfully implemented in grades 3, 4, and 5 twice during the school year. The data was reviewed by both a small group, in individual grade levels, and in a large group with all staff working with the students in those grade levels.

Academic Success:

	<b>2016-17 Performance</b> (Met/ Partially Met/ Not Met)	<b>Evidence</b> (including detailed evidence with supporting data or examples)
<b>Objective:</b> The school will ensure that the academic program is both rigorous and engaging. (KDE 1)		
<b>Measure:</b> On BBCS academic benchmarks (which include assessment of student engagement), 75% of all students will meet 70% or more of their benchmarks each assessment period.	<b>Met</b>	81.8% of students in grades K1-4 met 70% or more of their benchmarks by the end of the year. 74% of fifth-graders had an average of 70% or higher of their final grades in math, literacy, science, and social studies.
<b>Measure:</b> On the DIBELS assessment, 75% of all students K2-6 <sup>th</sup> grade will meet the grade-level benchmarks set by DIBELS by the end of each school year.	<b>Met</b>	Overall, 76.15% of K2-5th grade students met the grade-level benchmarks set by DIBELS on mid-year assessments. Specifically, 71.43% of K2 students; 89.19% of 1st grade students; 82.5% of 2nd grade students; 76.9% of 3rd grade students; 60.5% of 4th grade students; and 75.9% of 5th grade students met the grade-level benchmarks.
<b>Measure:</b> On the Singapore assessment, 75% of K2-5 <sup>th</sup> grade students will score 70% or higher by the end of each school year. Grades 6 <sup>th</sup> -8 <sup>th</sup> will score 65% or higher.	<b>Not met</b>	Overall, 74% of 1st-5th grade students scored 70% or higher on average in fourth term Singapore assessments. Specifically, 87% of 1st grade students; 98% of 2nd grade students; 87% of 3rd grade students; 35% of 4th grade students; and 57% of 5th grade students scored 70% or higher on average in fourth term Singapore assessments. (K2 students did not take Singapore assessments.)
<b>Measure:</b> On Fountas & Pinnell assessments, at least 75% of K2-5 <sup>th</sup> grade students will meet the grade-level, instructional level set by F and P by the end of each school year.	<b>Not met</b>	Overall, 71% of K2-5th grade students met the grade-level instructional level set by F&P by the end of the school year. Specifically, 67% of K2 students; 78% of 1st grade students; 88% of 2nd grade students; 75% of 3rd grade students; 55% of 4th grade students; and 66% of 5th grade students met their grade-level instructional level.
<b>Measure:</b> Annually, on Achievement Network (ANet) assessment average scores in grades 2-8 will meet or exceed the ANet national network average.	<b>Not met</b>	On end-of-year math assessments, the average score in grades 2 and 3 exceeded the national network average. On end-of-year ELA assessments, the average score in grades 2, 3, and 5 exceeded the national network average.

Dissemination:

	<b>2016-17 Performance</b> (Met/ Partially Met/ Not Met)	<b>Evidence</b> (including detailed evidence with supporting data or examples)
<b>Objective: BBCS will share its music and social-emotional programming best practices with other public schools in Massachusetts.</b>		
<p><b>Measure:</b> At least 5 individuals, community groups, and/or public educators will come to Bridge annually to observe, partner with, and collaborate on El Sistema inspired music curriculum.</p>	<p><b>Met</b></p>	<p>The following individuals partnered with Bridge Boston this year: Elinor Speirs, Zoe Fong, Alex Goodin, Melany Piech, Yank'l Garcia, Stephanie Jefferies, Debbie Apple, Jen Birch, Jean Sparrow, Matthew Vaeth, Robin Baker, Chris Schroeder, Kathleen Jara, Christopher Thibdeau, Tanya Maggi, Heath Marlow, Rodrigo Guerrero, Erik Holmgren, Cara Bergantino, Shea Mavros, and Mina Kim. In addition, the following groups partnered with the Bridge Boston Music Director this year: Massachusetts Cultural Council, Celebrity Series, Conservatory Lab Charter School, Snow Pond Center for the Arts, Musica Franklin, Boston String Academy, From the Top, Boston College Arts and Mind Lab, Boston University Music Education Department, New England Conservatory, and Boston Philharmonic Orchestra.</p>
<p><b>Measure:</b> In collaboration with social-emotional nonprofit partner and partnering public schools, Bridge will develop trauma-informed practices and implementation of preventative curriculum that will be shared at annual workshop to which traditional public, charter, and other area schools will be invited.</p>	<p><b>Met</b></p>	<p>Continued work with Educators for Excellence, Home for Little Wanderers, Southbay Community Services, Partnership in Education and Afterschool Resiliency to develop practice, and shared at annual workshop attended by Boston Public Schools, Steppingstone, Southbay, and JF&amp;CS.</p>

### RECRUITMENT PLAN 2016-2017

School Name: Bridge Boston Charter School

Date: Updated July 25, 2017

#### Implementation Summary:

We continue to dedicate ourselves to finding those students who can most benefit from our full service and whole child milieu. Our community partners, who enable us to meet so many of our full service goals such as Southbay Community Services, Home for Little Wanderers, Children's Services of Roxbury, and the Department of Children and Families, continue to send us many lottery applicants. In January, we had success working through different health centers including Bowdoin Health Center, Codman Square Health Center, The Dorchester House Health Center, and The Southern Jamaica Plain Health Center. Notably, at the Martha Elliot Health Center we were invited twice to speak with their Friday gathering of social workers to answer questions about Bridge, provide and collect blank and completed applications, and to expand on our belief that we are equipped to serve students with developmental delays, other disabilities, and behavioral challenges; several care providers at these meetings expressed a previous lack of awareness that charter public schools could provide IEP services and were pleased to hear of a charter to which they could recommend some of their clients with possible or known early learning challenges. Smart from the Start has been another strong partner; we go to their community advisory meetings throughout the year and this allows us to network and meet other providers in the city. Horizons for Homeless Children has a history of allowing us to collaborate with their family liaisons to support most of their K1 eligible students in the application process- each year we have had at least one student successfully enroll due to their high representation in the lottery and the same is true this year.

As our school has grown, so has our recruitment team. In early years this was a task accomplished predominantly by the principal and one teacher. In the 2016-2017 recruitment season, we sought to involve our entire staff and entire family community. Applications were provided at multiple family events and sent home via each child's communication folder. Once again our most notable outreach efforts to the Vietnamese, Somalian, and Nigerian communities came through our parents who targeted their own communities and churches/mosques to encourage people to apply to the school. Our teaching staff were provided a session during a Professional Development day to learn about the philosophy behind our recruitment plan, methods for implementation, and expectations for staff. In particular, our teaching fellows were provided assignments around the city of locations to visit, flyer, and to approach individual families to complete applications.

Fellows, the Director of Students and Families, and the new Project Manager were able to visit religious organizations, The Vietnamese community center, MAPS for Portuguese speakers and the Haitian Service center in Jamaica Plain. They went to The Nurtury, the Center for Incarcerated

Mothers, the Teen Pregnancy Alliance, Project Hope, Family Nurturing Center, and various ABCD sites, WIC offices, Community Centers, and YMCAs . They worked alongside both Epiphany and St. Stephens recruiting younger siblings.

Finally, we did apply for additional seats under our charter in order to continue to recruit students in older grade levels to support those who have previously performed as sub-proficient and are looking for a school with a vision for supporting these needs.

**Describe the school's general recruitment activities, i.e. those intended to reach all students.**

**General Recruitment Activities:**

1. Bridge Boston makes its application, which is a half-page, very simple to complete, and available by December. This application is also available on our website in 5 different languages.
2. The Director of Students and Families, Principal, or one of our teachers speaks to service providers and families at any venue willing to have us; for example, Horizons for Homeless Children, St. Stephens in the South End, Epiphany School in Dorchester, The Academy Homes.
3. We are consciously not a part of any charter school fairs, believing that families who seek out educational opportunities might not benefit the most from our mission. We do attend broader school fairs, such as that hosted by the Martha Elliot Health Center, at which neighborhood families learn information about district public, charter public, and other school options; in our experience such a local fair provides access to more families who have not previously heard about charter school options.
4. We provide professional development to all staff on our recruitment practices and philosophy and then we target outreach in specific housing developments and neighborhoods, including door-to-door visits to the homes surrounding our current buildings and our permanent schoolhouse.
5. We send packets to all of our community partners and follow them up with visits or phone calls.
6. We strive not to drop children from our "accepted" list until parents definitively tell us they do not want the spot. We write letters, make phone calls, and go to people's houses - leaving notes under the door. We want to ensure that parents are consciously turning down an opportunity rather than just being unable to complete the enrollment steps.

**Recruitment Plan –Strategies**

List strategies for recruitment activities for each demographic group.

**Special education students/students with disabilities**

<p><b>(a) CHART data</b>  <b>School percentage:</b> 19.5%  <b>GNT percentage:</b> 8.5%  <b>CI percentage:</b> 12.5%                  The school is above CI and GNT percentages</p>	<p align="center"><b>(b) 2016-2017 Strategies</b></p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Expand the role of SEPAC and publish a statement written by a SPED parent about Bridge as a school for special needs children</li> <li>• Contact an early learning center that does early ED plans</li> </ul>
	<p align="center"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> <li>• We will recruit at pre-school programs, such as Horizons and Children’s Services of Roxbury, which serve students with special needs. We will meet with staff at these programs to make them aware of our capacity and programs for serving students with disabilities.</li> <li>• We will meet with community organizations that serve child clients with disabilities (and their parents) to make them aware of our capacity to serve students with disabilities (e.g. the Department of Children and Families, Early Intervention Centers, Health Centers).</li> </ul>

**Limited English-proficient students/English learners**

<p><b>(a) CHART data</b>  <b>School percentage:</b>25.5%  <b>GNT percentage:</b> 17.6%  <b>CI percentage:</b> 26.4%                  The school is above GNT and below CI percentages</p>	<p align="center"><b>(b) 2016-2017 Strategies</b></p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Continue outreach to Haitian, Nigerian, and Vietnamese neighborhoods particularly through parents</li> <li>• Outreach to St. Brendon’s Church – Cape Verdean Mass</li> <li>• Outreach to Muslim families through two of our families</li> </ul>
---	--

	<p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> <li>• We expect to reach CI percentage with the following strategies, but given the ongoing changes to FLEP, ACCESS, etc. we will allow 2-3 years for completion.</li> <li>• All promotional materials and applications will be printed in five languages – English, Spanish, Haitian Creole, Portuguese, and Vietnamese.</li> <li>• We will have Spanish and Haitian Creole-speaking staff and parent volunteers go door-to-door in low-income housing developments to recruit new families and participate in information sessions to ensure that native speakers can fully understand our program and application process. Specifically at one of our Family Dinner evenings (previously Parent-Admin Dinner) we will gather interested Haitian families with Haitian staff to distribute applications and formally request student recruitment support.</li> <li>• We had a student join our fifth grade whose parent is a community organizer in Villa Victoria, such that we now have three students from VV and can partner with the family and St. Stephens church to recruit specifically in this housing development.</li> <li>• We will reach out to others in Roxbury near our permanent schoolhouse to determine if they can support efforts to recruit students who may be ELL: Rox Multiservice Health Center, ABCD, YMCA, Garrison Trotter, St. Mark’s Church.</li> </ul>
--	---

**Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)**

<p style="text-align: center;"><b>(a) CHART data</b></p> <p><b>School percentage:</b> 54.7%</p> <p><b>GNT percentage:</b> N/A</p> <p><b>CI percentage:</b> 48%</p> <p>The school is <u>above</u> CI percentages</p>	<p style="text-align: center;"><b>(b) 2016-2017 Strategies</b></p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Send out fellows to make contacts with and flyer WIC offices, methadone treatment centers, and parents-in-prison support programs</li> </ul>
---	--

	<p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p>
<p>Students who are sub-proficient</p>	<p style="text-align: center;"><b>(d) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• We will be explicit in recruitment materials about how our programmatic elements (e.g. two teachers in all K1-4<sup>th</sup> classes, extended school day and year, and literacy and math grouping structures) are beneficial to students who have struggled academically and/or may need more intensive support.</li> <li>• Continue work with Smart from the Start and the Family Nurturing Center and reach out to the Massachusetts Alliance on Teen Pregnancy in Boston to make sure that these parents learn about our charter school and our efforts.</li> <li>• We will seek additional seats under our charter to allow for enrollment in older grades of students who may not have found matching supports for their needs in a previous school setting.</li> <li>• We have had students from substantially separate settings in other districts enroll in Bridge and successfully transition to an inclusion placement and can share information about why we believe this was successful with potential new families.</li> </ul>
<p>Students at risk of dropping out of school</p>	<p style="text-align: center;"><b>(e) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• We will seek to collaborate to make changes in existing policies that do not allow foster children to be considered for sibling preference in charter lotteries.</li> <li>• Encourage DCF caseworkers to apply students on their caseloads.</li> </ul>
<p>Students who have dropped out of school</p>	<p style="text-align: center;"><b>(f) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• This demographic group is not applicable given that students in grades 1-8 are mandated to attend school.</li> </ul>



<p style="text-align: center;">OPTIONAL</p> <p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p style="text-align: center;"><b>(g) 2016-2017 Strategies</b></p> <p>Boys of color are an area of need:</p> <ul style="list-style-type: none"> <li>• Continue to grow the purpose and work of the Fathers Group</li> <li>• In middle school, serve as a host for a diversity conference for middle school students.</li> </ul>
--	---

**Retention Plan  
2016 – 2017**

**Please provide a brief narrative report on implementation of retention strategies from last year's plan.**

**Implementation Summary:**

We managed to live into most elements of our retention plan as put forth. There was indeed a new emphasis placed on IEP's and measuring progress; in 2016-17, 160 goals were worked on for 48 students throughout the year. Out of these, 137 were met, or 85.5%. We were able to offer more translation service for our Haitian-speaking families. The Director of our ELL program was made available to ELL parents and explained ACCESS scores, FLEP status changes, and more. In an end-of-year family survey with 76% participation, 100% of families agreed or strongly agreed that "If my child qualifies for ELL services, the services support his/her language needs" and 100% of families agreed or strongly agreed that "I feel informed about my child's ELL progress". We also included in this survey asking families how we were doing in terms of meeting our goal of providing full service programming and 91% agreed or strongly agreed that "when I reached out to the school for help, the school was able to support my needs". We were honored to support three families directly with advocacy and financial support to prevent eviction and/or homelessness, such that they could remain in the city limits, access our transportation services, and continue to attend Bridge easily. We did strengthen our Child Study Team, which met monthly to look at students having the greatest difficulty from a specific grade. The numerous specialists who attended these meetings increased our ability to come up with more effective interventions. We continued Saturday classes, and one-on-one tutoring with volunteers. This will continue to make a huge difference with our students who struggle more academically. We feel we can do more to bring engaging and inspiring speakers for our weekly assemblies and expand on this community building component of the school.

We lost students for four reasons this year: (1) families moved out of the city or the state for housing or other family needs or preferences, (2) the younger student at Bridge gained a seat at another charter school already attended by an older sibling, (3) the student gained entry into a METCO program which will guarantee access to an excellent high school program, and (4) the family is dissatisfied with the school. The bulk of our families departed between 15-16 and 17-18 school years for one of the first three reasons. We are excited for these families to be meeting other needs that they have while still being able to maintain an excellent educational opportunity for their child; we are disappointed that the students will be facing a transition but can understand, for example, the need to secure a strong high school option when the opportunity presents itself. The other reason children leave is because the family is dissatisfied with the school. As always, the crux of our retention plan revolves around communication with families. We continue to find that our initial home visits allow us to begin to build relationships with parents. These relationships help us mightily when it is time to discuss a parent's plan to move, or their unhappiness about behavioral consequences, or their unwillingness to have their child retained in a grade. These relationships are reinforced through our advisor system wherein every family receives a call home twice a month. We also have three parent conferences a year, which involved 30-minute meetings between the parent and the two teachers in the classroom. Our small attrition rates and our strong family survey results suggest these relationships are impactful.

<b>Overall Student Retention Goal</b>	
<b>Annual goal for student retention (percentage):</b>	<b>95%</b>

**Retention Plan –Strategies**  
**List strategies for retention activities for each demographic group.**

**Special education students/students with disabilities**

<u>(a) CHART data</u>	<b>(b) 2016-2017 Strategies</b>
<b>School percentage:</b> 4.1%  <b>Third Quartile:</b> 18.4%  The school is below third quartile percentages.	<input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed <ul style="list-style-type: none"> <li>• Work with advisors to help families focus on IEP goals rather than grade-level goals</li> <li>• Use SEPAC, which now has a strong president and members, to reach out to other parents of SPED students.</li> </ul>
	<b>(c) 2017-2018 Additional Strategy(ies), if needed</b>  <input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

**Limited English-proficient students/English learners**

<u>(a) CHART data</u>	<b>(b) 2016-2017 Strategies</b>
<b>School percentage:</b> 3.2%  <b>Third Quartile:</b> 21.4%  The school is below third quartile percentages.	<input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed <ul style="list-style-type: none"> <li>• At the Back to School Parent Night have a special workshop for ELL parents to explain ACCESS scores and individual service plans</li> <li>• Do home visits to parents with whom we are having trouble communicating</li> </ul>

	<p align="center"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b></p>	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 4.7%</p> <p><b>Third Quartile:</b> 21.2%</p> <p>The school is below third quartile percentages.</p>	<p align="center"><b>(b) 2016-2017 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Provide another workshop about housing security.</li> <li>• Do a parent workshop that targets financial saving and planning.</li> </ul> <hr/> <p align="center"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> <li>• Offer a comprehensive full-service program which is staffed to provide services for the needs of our student and family population (e.g. a Dean, counselor, Director of Students and Families, and nurse).</li> <li>• Maintain frequent communication with parents and guardians about their children’s development.</li> </ul>
<p><u>Students who are sub-proficient</u></p>	<p align="center"><b>(d) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• Saturday sessions for middle tier</li> <li>• Making revisions to our two-teacher model to effectively provide targeted tier one and two supports within our general education classrooms</li> </ul>

<u>Students who are at risk of dropping out of school</u>	<p style="text-align: center;"><b>(e) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• Continue advisor program to maintain frequent contact and strengthen relationships</li> <li>• Have at least 5 speakers to assemblies this year who discuss their vocations and how higher education played a critical part in their development</li> </ul>
<u>Students who have dropped out of school</u>	<p style="text-align: center;"><b>(f) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
<p style="text-align: center;"><u>OPTIONAL</u> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;"><b>(g) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• Build and support Bridge Father’s Group</li> <li>• Maintain frequent contact with DCF workers such that if child moves foster homes, staying at Bridge Boston, and therefore local, remains a priority.</li> <li>• Petition the Department for more seats so that we can backfill and reach middle school students who are in danger of not completing high school.</li> </ul>

**APPENDIX C****SCHOOL AND STUDENT DATA**

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04170000&orgtypecode=5>

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION</b>		
<b>Race/Ethnicity</b>	<b># of students</b>	<b>% of entire student body</b>
African-American	164	60.7%
Asian	4	1.5%
Hispanic	90	33.3%
Native American	0	0%
White	1	0.4%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	11	4.1%
Special education	62	23%
Limited English proficient	69 ELL 25 Pre-ELL	30% of K-5th grade; 25.5% overall 62.5% of pre-K
Economically Disadvantaged	153	53%

**ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR**

<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> (if no longer employed at the school)
Yully Cha, Executive Director	The Executive Director serves as the Chief Executive Officer of the school and is responsible for leadership of the daily operation of the school. The ED supervises all academic efforts and full-service programming, and provides for the financial health of the school. The ED is instrumental in the leadership and long-term vision for the school in cooperation with the Board of Trustees, and represents the school in all public forums.	5/1/14	N/A
Jennifer Daly, Principal	The Principal is responsible for the academic program of the school. The Principal hires and supervises all teachers and intern teachers; develops and implements instructional policy; supervises curriculum development, implementation, and evaluation. The Principal is also responsible for developing school culture and ensuring the school supports each student.	3/21/11	N/A
Joanna Rees Steffey, Director of Student & Families	The Director of Students and Families is responsible for creating and coordinating the web of full-service programming that supports our students and families and also serves as the supervisor for the special education administrator. Under the full-service title, the DSF develops, maintains, and evaluates community partnerships to seek to meet students' medical and social needs and families' extraordinary needs.	7/1/11	N/A
Grissell Sanford Administrative Assistant	The Administrative Assistant is responsible for managing front desk operations.	2/10/15	N/A

Melanie Kelly Office Manager	The Office Manager is responsible for payables/receivables, payroll, and Human Resources.	1/15/2015	N/A
Matthew McNiff Data and Operations Coordinator	The Data and Operations Coordinator is responsible for nutrition and meals, IT support, data and report support.	6/15/2015	7/18/2017
Alison Tyler, Data Specialist	The Data Specialist is responsible for data and report support.	6/12/2017	N/A
Sila Rosario Business Manager	The Business Manager is responsible for purchasing, Human Resources, transportation, and facilities management.	6/15/2015	N/A
Dominique Calixte Development & Communications Associate	The Development & Communications Associate is responsible for fundraising, communications, and event support.	6/1/2016	N/A



**TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR**

	<b>Number as of the last day of the 2016-2017 school year</b>	<b>Departures during the 2016-2017 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers	24	1	5	Chose not to renew or were not offered renewal letters
Teaching Fellows	13	1	0	Took another job
Administration	16	1	1	Moved out of state
Other Staff	18	0	11	Chose not to renew or were not offered renewal letters

**BOARD MEMBERS FOR THE 2016-17 SCHOOL YEAR**

<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (including date of election and expiration)</b>
Cheryl Alexander	Trustee	Facilities, Finance, Real Estate, Strategy	>1	2/28/11-9/1/14 and 9/1/14-9/1/17
Michelle Caldeira	Trustee	Development	<1	9/1/15-9/1/18
<i>Yully Cha</i>	Ex-Officio, Non-voting	Academic, Development, Committee on Trustees, Facilities, Finance	N/A	Approval-termination
Ryan Duffy	Treasurer	Finance	<1	9/1/15-9/1/18
Beth Friedman	Trustee	Academic	<1	6/26/14-9/1/17
Steven Godfrey	Trustee	Real Estate	<1	9/1/15-9/1/18

Beth Kressley Goldstein	President	Development , Committee on Trustees, Executive Director Evaluation, Facilities, Finance	<1	3/28/14-9/1/17
Marina Hatsopoulos	Clerk	Finance, Committee on Trustees	1	1/10/13-9/1/15 and 9/1/15-9/1/18
Marjorie Janvier	Trustee	Academic, Parent Council	<1	7/26/14-9/1/17
Anne Marcus	Trustee	Committee on Trustees, Development	>1	7/1/11-9/1/14 and 9/1/14-9/1/17
Amelia Lloyd McCarthy	Trustee	Development	<1	9/1/15-9/1/18
Tom Pappas	Vice-President	Finance	<1	6/26/14-9/1/17
Ian Reynolds	Trustee	Executive Director Evaluation, Facilities, Finance	<1	3/7/13-9/1/16
Gayl Crumps Swaby	Trustee	Parent Council, Program Task Force, Community Engagement	<1	9/1/16-9/1/19

*Names in italics are awaiting DESE approval.*

ADDITIONAL REQUIRED INFORMATION

**Key Leadership Changes**

<b>Position</b>	<b>Name</b>	<b>No Change/New/Open Position</b>
Board of Trustees Chairperson	Beth Kressley-Goldstein	No change
Charter School Leader	Yully Cha	No change
Assistant Charter School Leader	Jennifer Daly	No change
Special Education Administrator	Alicia Fessenden	New
MCAS/PARCC Test Coordinator	Matthew McNiff As of 7/18/2017: Alison Tyler	New
SIMS Coordinator/Contact	Matthew McNiff As of 7/18/2017: Alison Tyler	New
English Language Learner Director	Meryl Johnson	No change
School Business Official	Sila Rosario	No change

**Facilities**

Location	Dates of Occupancy
2 McLellan St. Boston, MA 02121 18 Samoset St, Boston, MA 02121	July 1, 2012-present August 18, 2015-June 23, 2017

**Enrollment**

Action	Date(s)
Student Application Deadline	March 3, 2017
Lottery	March 9, 2017